



TEACHER'S ATTITUDES TOWARD THE INCLUSION OF SPECIAL CHILDREN

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ABSTRACT

This paper examined differences in teacher's attitudes toward the inclusion of special children. The data was collected from 50 teachers in Inclusive schools. 10 schools selected from Bhopal districts on the basis of stratified random sampling. The test was developed and standardized by the researcher himself. It is inferred that there was significant difference between the mean scores of attitudes on the inclusion of special children of Govt. and Non Gov teacher, urban and rural teachers, middle and higher school teachers. while it was also found that there was no significant difference between the mean scores of attitudes on the inclusion of special children in male and female teachers.

KEY WORDS: Inclusive Education, Teachers Attitudes, Special Children, Attitudes, Inferred.

Introduction

In recent times there has been a shift towards having children with disabilities attend the same schools as non-disabled children. The educationists now feel that each child should be allowed to learn in his own way. Inclusive education promotes child-to-child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular.

Attitudes, whether positive or negative in nature, have proven to have profound effects on quality of life. Lack of high quality attitudes and behavior resulted in negative effects including depression, anxiety, and poor health in children with special need. Teachers in mainstream schools were less positive about the potential of children with learning disabilities than special school teachers.

One of the attributes that will undoubtedly make most lists is a teacher's ability to connect with children with special need. It may be referred to as an ability to cultivate relationships. It may be defined as a mix of high expectations and caring support. Good changed with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with is charged and fill their work and classes with pleasure, creativity, challenge and joy.

The children with special need felt that their teachers were very influential with regard to their behaviors in school. All feedback can improve performance, however students who were identified by name and praised in front of their peers showed improvement in their performance and they feel accepted, have sufficient social status, and maintain positive relationships.

UNESCO (1994) states that 'All children learn together, whatever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities'.

Methodology:

Participants

The data was collected from 50 teachers in Inclusive schools. 10 schools selected from Bhopal districts on the basis of stratified random sampling.

Objectives

1. To compare of attitudes on the inclusion of special children of Govt. and Non Gov teacher.
2. To compare of attitudes on the inclusion of special children of urban and rural teacher.
3. To compare of attitudes on the inclusion of special children of middle and higher class teacher.

Hypothesis:

Hypothesis-1.

There is no significant difference between the mean scores of attitudes on the inclusion of special children of Govt. and Non Gov teacher.

Hypothesis-2.

There is no significant difference between the mean scores of attitudes on the inclusion of special children of urban and rural teacher.

Hypothesis-3.

There is no significant difference between the mean scores of attitudes on the inclusion of special children of middle and higher class teacher.

COMPARISON OF MEAN SCORE.

Hypothesis-1.

There is no significant difference between the mean scores of attitudes on the inclusion of special children of Govt. school and Non Gov school teachers.

Table No. 1 Shows the Mean, S.D.'s, obtained t values

Group	No. of cases	Mean	S.D	Degrees of Freedom (D.F.)	Calculated t- values	Significance (.05level)
Gov school teachers.	50	16.77	10.47	98	14.07	Significant
Non Gov school teachers.	50	8.32	8.49			

Table no.4.1 .Reveals that the mean scores of attitudes of Govt. school teachers (16.77) & Govt. Non Gov school teachers (8.32). Their S.D.'s are 10.47 & 8.49. t-value obtained is 14.07 which is higher than the critical value 1.98 and significant at $df=98$ & $\alpha=0.05$.

Hypothesis-2.

There is no significant difference between the mean scores of attitudes and behavior on the inclusion of special children of urban and rural teachers.

Table No. 2 Shows the Mean, S.D.'s, obtained t values

Group	No. of cases	Mean	S.D	Degrees of Freedom (D.F.)	Calculated t- values	Significance (.05level)
Urban teachers.	50	6.83	3.75	98	14.05	Significant
Rural teachers.	50	3.69	3.35			

Table no.4.2 .Reveals that the mean scores of attitudes of urban teachers (6.83) & rural teachers (3.69). Their S.D.'s are 3.75 & 3.35. t-value obtained is 14.05 which is higher than the critical value 1.98 and significant at $df=98$ & $\alpha=0.05$.

Hypothesis-3.

There is no significant difference between the mean scores of attitudes and behavior on the inclusion of special children of middle and higher school teachers.

Table No. 4 Shows the Mean, S.D.'s, obtained t values

Group	No. of cases	Mean	S.D	Degrees of Freedom (D.F.)	Calculated t- values	Significance (.05level)
Middle school teachers	50	13.45	11.25	98	2.43	Significant
High school teachers	50	11.85	9.54			

Table no. 3.3 .Reveals that the mean scores of attitudes of of middle r school teachers (13.45) & of higher school teachers (11.85). Their S.D.'s are 11.25 & 9.54. t-value obtained is 2.43 which is higher than the critical value 1.98 and significant at $df=98$ & $\alpha=0.05$.

Main findings.

The following mentioned findings indicate the difference between the mean scores of attitudes on the inclusion of special children of school teachers-

1. There was significant difference between the mean scores of attitudes on the inclusion of special children of Govt. and Non Gov teacher.
2. There was significant difference between the mean scores of attitudes on the inclusion of special children of urban and rural teacher.
3. There was no significant difference between the mean scores of attitudes on the inclusion of special children of middle and higher school teachers.

Recommendations-

1. The need for on-going professional development through which teachers learn the latest research-based methods of instruction for special children.
2. The study recommends the use new technologies for better performance of special children.
3. Personal reflection by teachers regarding student-teacher relationships within their classrooms as it brings to improvement as well as areas of strength and performance .
4. Overall improvement of the culture of classrooms, the results of this study should target behaviors and attitudes of teachers which can focus upon to more effectively develop.
5. The teachers of inclusive school should develop the ability to adapt to changing environment.
6. The teachers of inclusive school should become responsible and disciplined for development of special children.
7. The teachers of inclusive school should develop the capability to recognize the many dimensions of being human in different cultural and social contexts of special children.

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